

Teacher Edition with Student Worksheets

Grade

Risk Watch[®] 3



**An injury
prevention
program
from NFPA**



Getting Started

The *Risk Watch: Unintentional Injuries* Student Workbooks (kindergarten through grade six) are designed to supplement your injury prevention lessons. Each risk area includes a caregiver letter and three activity sheets. We hope this format makes it easy for you to download and print the worksheets you want to use with your students.

It's easy to use. Just click on the grade level you are teaching and you will find the eight topics. Student activity sheets and the caregiver letter can be found within the appropriate topic.

We have also included additional reproducible pages from *Risk Watch: Unintentional Injuries*. You will find the Knowledge Test, Test Score Summary Sheet, Caregiver Letters, Community Bulletins, *Risk Watch* Diploma, "Success" Incident Form, and Survey Form. Just select the item you would like to download and print.

The Knowledge Test included on this disk is an updated version. Feel free to use the test found in the *Risk Watch* module or the test on this disk.

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American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, IL 60009-027
<http://www.aap.org/>

American Association of Poison Control Centers
3201 New Mexico Ave., NW, Suite 310
Washington, DC 20016
<http://www.aapcc.org/>

American Automobile Association
625 North Michigan Ave.
Suite 1530
Chicago, IL 60611
<http://www.aaa.com/>

American Red Cross
8111 Gatehouse Road, 6th Floor
Falls Church, VA 22042
<http://www.redcross.org/>

Consumer Federation of America
1424 16th St. NW, Suite 604
Washington, DC 20036
<http://www.consumerfed.org/>

Duke University Medical Center
Emergency Department North
Room 1662, Box 3096
Durham, NC 27710
<http://www.mc.duke.edu/>

Johns Hopkins University SHPH
Faculty of Social/Behavioral Sciences
624 North Broadway, Room 592
Baltimore, MD 21205

Home Safety Council™
P.O. Box 111, 1605 Curtis Bridge Drive
Wilkesboro, NC 28697
<http://www.homesafetycouncil.org/>

Maternal and Child Health Bureau
5600 Fishers Lane
Parklawn Building, Room 18- A 39
Rockville, MD 20857
<http://www.mchb.hrsa.gov/>

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
4770 Buford Highway, NE, Mailstop K63
Atlanta, GA 30341-3724
<http://www.cdc.gov/>

National Highway Traffic Safety Administration
Office of Occupant Protection
400 Seventh St., SW, Rm. 5118, NTS-11
Washington, DC 20590
<http://www.nhtsa.dot.gov/>

National SAFE KIDS Campaign®
1301 Pennsylvania Ave., NW
Washington, DC 20004
<http://www.safekids.org/>

National Safety Council
Community Safety Division
1121 Spring Lake Drive
Itasca, IL 60143-3201
<http://www.nsc.org/>

Sowers Associates
National Consultants, Health and Safety Education
1 Park Ave.
Hampton, NH 03842

United States Consumer Product Safety Commission
4330 East West Highway
Bethesda, MD 20814
<http://www.cpsc.gov/>

United States Fire Administration
16825 S. Seton Ave., Building N300G
Emmitsburg, MD 21727
<http://www.usfa.fema.gov/>

University of Wisconsin
Department of Pediatrics
600 Highland Ave., H6/440
Madison, WI 53792



Public Education Division
One Batterymarch Park
Quincy, MA 02169
(617)984-7285
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Dear Parent or Caregiver:

Our class is learning about injury prevention through an exciting program called *Risk Watch*®. Developed by the nonprofit National Fire Protection Association (NFPA) with co-funding from the Home Safety Council™, *Risk Watch* is a comprehensive curriculum designed to give children in preschool through grade eight the information and support they need to make positive choices about their personal safety and well-being. The program targets the top eight risk areas for this age group: motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; poisoning prevention; falls prevention; firearms injury prevention; bike and pedestrian safety; and water safety.

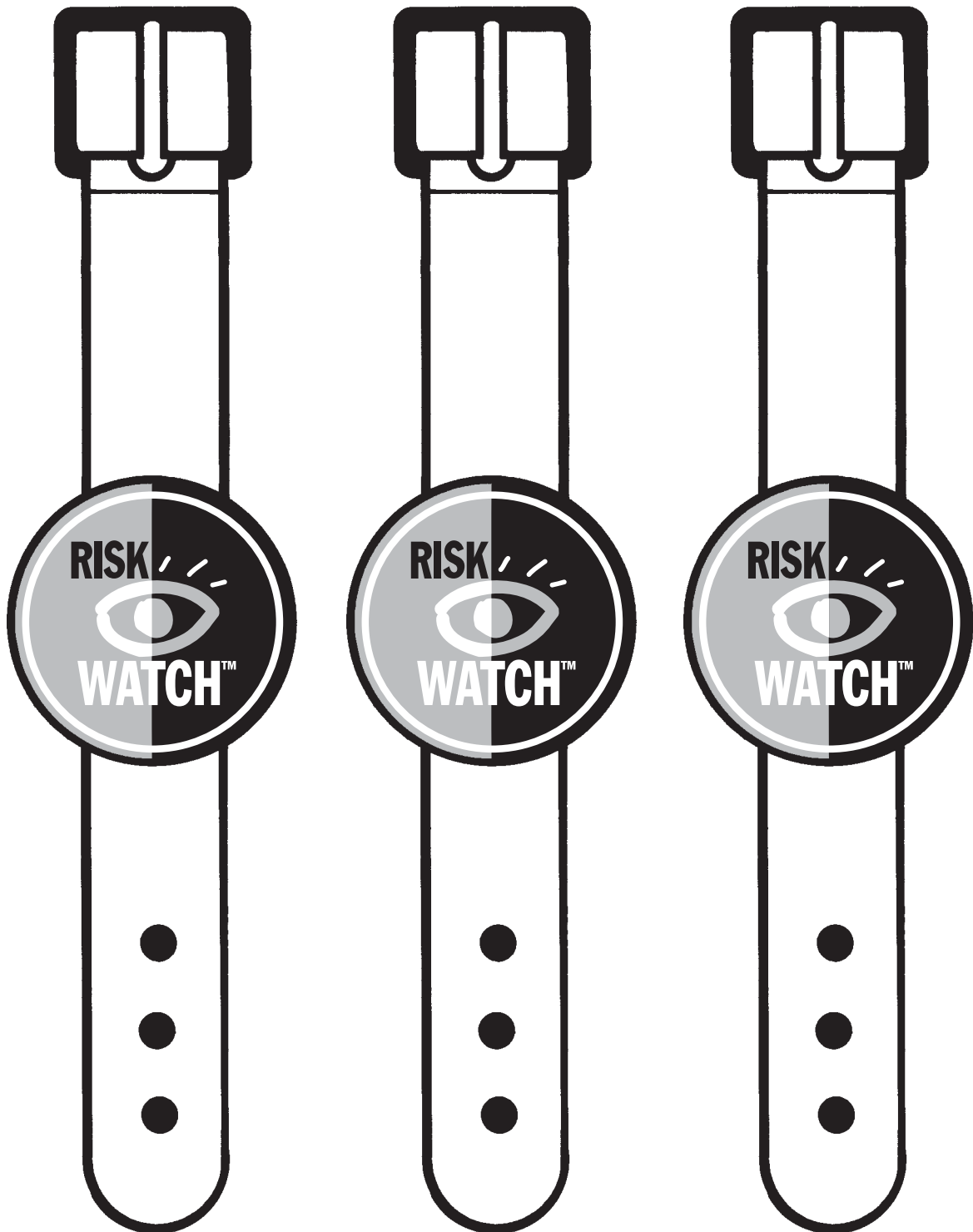
Why is it so important to teach kids about safety? Because each year more school-age children are disabled or die from unintentional injuries than from kidnapping, drugs, and disease combined. These are tragedies that affect not just the child and family, but his or her classmates, friends, and the community as a whole.

The good news is there's something we can all do. By teaching children how to recognize and avoid the things that put them most at risk, we can help them lead fuller and more productive lives. And as your child's primary caregiver, you can support this effort by setting a good example at home and by providing careful supervision of your children at all times. Visit the official *Risk Watch* Web site at www.riskwatch.org for more information for parents and kids.

As a teacher, I'm committed to helping my students live up to their full potential. Keeping them safe is an important first step. I hope you'll help make safety a habit in your family by becoming "Risk Watchers" at home.

Motor Vehicle Safety

Risk Watch® Wrist Watches



FIND A RISK!



GRADES 3-4



Risk Reporters to the Rescue Stories



1. After learning about fire safety in school, Josh tells his parents that he thinks it would be a good idea to draw a home fire escape plan. But between Josh's basketball practice and his family's upcoming two-week summer vacation, his parents say that there's no time to make a home escape plan.
2. Ashley and her younger brother Brian were spending Saturday afternoon at the local theater, catching up on the latest movies. The theater lobby was crowded with dozens of young children and their parents. While waiting in line to buy popcorn and soda, Brian yelled "Fire!" to make Ashley laugh.
3. After the new baby was brought home from the hospital, Lamar's parents moved his bedroom to the basement. Lamar was very excited because his new basement bedroom was much bigger than his old bedroom, and there was plenty of room for all of his trophies. But while unpacking his clothes, Lamar realized the only fire exit was through the door.
4. Olivia was spending the weekend with her grandparents. One night after dinner, Olivia and her grandfather were sitting on the couch watching television. During a commercial break, Olivia looked over at her grandfather and noticed that he had fallen asleep with a lit cigarette between his fingers.
5. Tori's dad lives just a few miles from his office and has decided to ride his bike to work every day. This way, he says, he won't get stuck in traffic and doesn't have to buy gasoline for the car. One morning, Tori handed her father's bike helmet to him as he headed down the driveway. "I can't wear a helmet today," he said. "I've got an important meeting and that helmet makes my hair look funny."
6. Janelle's mother is going to the mall and has asked her neighbor, Mrs. Thomas, to keep an eye on Janelle for the afternoon. While Mrs. Thomas and Janelle are walking to the park, they arrive at a busy intersection. Even though the sign says "Don't Walk," Mrs. Thomas steps off the curb and holds her hand out to Janelle.
7. After dinner, Bobby decides to walk over to his friend Ben's house to play video games. It starts to get dark as Bobby walks the four blocks to Ben's house, and he has to cross several busy intersections. Bobby is wearing black jeans and a dark jacket.
8. Amber and her three friends Judy, Barbara, and Helen, are playing at Amber's house. It is a hot day and they decided to ride their bikes to another friend's house to go swimming. As the girls go into the garage to get their bikes, Amber realizes that Barbara does not have a bike helmet.
9. Bradlee and his younger brother Ethan are riding the bus home from school. It is the last day before summer vacation and all of the children on the bus are talking about their summer plans. Suddenly, some older kids on the bus start teasing Ethan, saying that he is scared to get out of his seat while the bus is moving.
10. On the bus ride home from school, Michelle was thinking about her new puppy, Boomer. She couldn't wait to get home to feed him, play with him, and take him for a long walk around the neighborhood. When the bus stopped in front of her house, Michelle hurried out the door and without looking, ran across the street in front of the bus.
11. Aaron's family is going to the lake for a weekend camping trip. He is excited because he is being allowed to bring his friend Kevin with him. As the family climbs into the van for the drive to the lake, Aaron realizes that there aren't enough safety belts for everyone.
12. Crystal and her mother are leaving to go to the mall to do some school shopping. The mall is just a few miles away and Crystal's mother asks her to hold her baby sister, Kimberly, in her lap during the car ride. Crystal tells her mother that the baby should ride in the child-safety seat, but her mother says it will be a quick trip and not to worry about it.
13. When Molly arrives home from school, she finds a note by the front door. It says, "Dear Molly, I had to run to the store. I'll be right home. Love, Mom." It's been a hot day and Molly runs upstairs to her bedroom and quickly changes into her bathing suit. She walks out to the swimming pool and jumps into the shallow end to cool off.



continued...

Risk Reporters to the Rescue Stories



14. Brian and his buddies have heard that the old bridge over Jackson Pond is perfect for jumping off into the water. It's a hot day and diving into the water sounds great! When they arrive at the pond, there are already a bunch of other kids on the bridge and in the water, but there are no grown-ups or lifeguards around.
15. Joel is walking to school one winter morning. He is running late because his older sister forgot to wake him up on time. Joel can see the school across the pond and he has to make a decision. If he continues walking on the sidewalk, he'll be late. If he cuts across the pond, he might make it to school before the bell rings. It has been cold all week and there is a sheet of ice across the entire pond.
16. Shannon is planning to spend the day on a boat with her cousins. As they get ready to leave the dock, Shannon notices that her cousin Evelyn is not wearing a personal flotation device. When Shannon tells her uncle, he takes off his personal flotation device and gives it to Evelyn to wear.
17. James and Evan are really hungry! While looking for something good to eat, they find a bunch of bright tablets that look like candy on their mother's dresser. James and Evan know they're not supposed to eat or drink anything without asking their parents first, but they feel very hungry. And besides, a quick snack won't hurt anything!
18. While on a family camping trip, Tracy and her dad go into the woods and pick some berries for a fresh fruit salad. The berries look just like the ones they always buy at the store. They sure look tasty!
19. Rebecca's baby sister is playing on the kitchen floor and opens the cabinet door under the sink. She grabs a bottle of drain cleaner and puts the top of it in her mouth. When Rebecca comes into the kitchen, she sees her sister but doesn't know if she has swallowed any poison. Rebecca runs to the phone but doesn't know who to call or what number to dial.
20. Peter's parents are hosting a backyard barbecue for the neighborhood. While cooking hot dogs and hamburgers on the grill, the fire suddenly goes out. Because everyone is hungry, Peter's father grabs a container of gasoline to put on the coals to help re-light the fire.
21. Jasmine and her two friends are playing catch with a big red ball. One of Jasmine's friends puts a lollipop in her mouth, and Jasmine gets scared that she might miss a catch and get hit in the face with the ball.
22. Jake and his younger brother are watching a baseball game when it starts to rain. The game is so exciting that no one wants to leave. Jake sees other people tying plastic shopping bags around their heads and necks to keep dry. Jake's younger brother starts to make a rain hood for himself.
23. When Sara goes into her baby sister's room, she notices that the cords from the window blinds over the crib are hanging within reach of her sister.
24. Billy has been asked to baby-sit for the two children in the apartment next door, ages five and two. The family lives on the fifteenth floor of an apartment building. It's a hot day and the family does not have an air conditioner or a fan. The kids want to play by an open window to get fresh air.
25. Jesse and Abby are at the mall shopping for new school clothes. The store they want to visit is on the second floor of the mall. They think it would be fun to try to run up the "down" escalator.
26. Nate is playing at the playground when four boys come over and ask him to join them on the see-saw. Nate doesn't think that five kids on a see-saw sounds like a safe idea, but his friends say everything will be OK.
27. Tony, Derek, and Phil are playing inside their fort in the woods. They loved ducking behind trees and pretending to shoot each other with cap guns. One day, while walking through the woods, they found what looked like a real gun.
28. Bonnie is visiting at her new friend Carly's house. In the basement, Bonnie notices that a gun case is unlocked. Carly says it's no big deal, and that the gun case is always unlocked.

On the Safety Scene Stories



1. Cindy is visiting her grandma. It is growing dark and getting cold in the house, so Grandma decides to light a fire in the fireplace. Grandma places a log in the fireplace, takes a book of matches from the cabinet, and lights a match. . . .

Possible Conclusions

- Cindy reminds her grandma to use a fireplace screen to prevent sparks or burning wood from escaping the fireplace.
- Cindy reminds her grandma that matches should be kept up high out of the sight and reach of children, preferably in a locked cabinet.
- Cindy makes sure that fire is kept at least 3 feet (1 meter) from people and anything that can burn (such as paper, clothing, furniture, bedding, and walls).

2. Ten-year-old Philip is waiting at the bus stop in front of his house. Out of the corner of his eye, he notices a book of matches on the sidewalk. . . .

Possible Conclusions

- When the bus stops, Philip gives the bus driver the book of matches.
- If there is time, Philip can go back into his house to give the book of matches to his mother or father.

Note: Generally, if a child under the age of seven finds matches or lighters, he or she should **tell** a grown-up. A child age seven or older can be taught to give matches or lighters to a grown-up.

3. It is a very cold day in the middle of January. Natalie is walking home from school past the lake. She notices that a dog has fallen through the ice. Natalie decides what would be the best thing to do. . . .

Possible Conclusions

- Natalie rushes to a nearby store to ask the storekeeper to call for help.
- Natalie rushes home to call for help.

4. Brandy has been invited to a friend's pool party on Friday afternoon. When she arrives at the party, all of her friends are already in the pool. Her friends yell for her to hurry and get into the pool. Brandy sets her towel on a chair and. . . .

Possible Conclusions

- Brandy makes sure there is a grown-up present before getting into the water.
- Brandy goes to the shallow end of the pool and walks carefully into the water.
- Brandy makes sure she is diving into the deep end of the pool and raises her hands above her head. She doesn't let her friends encourage her into diving dangerously.

5. Meredith is visiting her cousin, Annie. It is getting dark and Annie suggests that they ride their bikes to the corner store for an ice cream cone. Meredith would like some ice cream but knows that it is unsafe to ride bikes at night, so she suggests. . . .

Possible Conclusions

- Meredith suggests that they ask Annie's mother or father to drive them to the corner store.
- Meredith suggests that they walk on the sidewalk to the corner store and wear bright, reflective clothing. Perhaps Annie's mother or father can walk to the store with them.

6. Scott is planning to do some skateboarding on a hot Thursday afternoon. He goes to the garage and gets his equipment. As he pulls out his knee pads, elbow pads, wrist guards, and helmet, he thinks he will be uncomfortable wearing all of this equipment on such a hot day. Scott decides. . . .

Possible Conclusions

- Scott decides that it is necessary to wear all of his protective gear in order to be safe.

7. Mary takes the bus home from school every day. On Tuesday, she used a backpack to carry a lot of books home to do a special report. As she was getting off the bus, the straps on Mary's backpack were dangerously close to catching on the bus handrail. . . .

Possible Conclusions

- Mary was careful that the straps on her backpack didn't catch on the handrail.
- Mary removed her backpack and carried it in her hand to make sure the straps didn't catch on the handrail.

On the Safety Scene Stories



8. Angela is babysitting her younger brother and sister. For lunch, she gave them tuna fish sandwiches, grapes, and tall glasses of milk. The young children begin to fool around and chase each other around the table while their mouths are full of food. . .

Possible Conclusions

- Angela tells the children to stay seated while chewing their food — it is dangerous to run or play while eating.
- Angela tells the children to put only small amounts of food in their mouths and chew each mouthful slowly and thoroughly.

9. Victoria and Benjamin are playing together. It is late in the afternoon and Benjamin has a headache and thinks he needs to take an aspirin. Victoria knows that her mother keeps a bottle of aspirin in the medicine cabinet in the bathroom. . . .

Possible Conclusions

- Victoria asks her mother for help. Children should only take medicine or vitamins from a grown-up.
- Victoria reminds her mother that all vitamins and medicines should be stored in a locked cabinet, out of the sight and reach of children.

10. Donnie and his family have just moved to a new state. The telephone has just been installed, and Donnie is looking in the telephone book for important telephone numbers. These telephone numbers might include. . . .

Possible Conclusions

- The telephone numbers might include those for the local fire department, police, Poison Control Center, family doctor, and emergency response (9-1-1 or other local number).

11. Gary and Glen are visiting Ken's house early one morning. Ken takes the boys to his parent's bedroom and points to his father's gun, which is lying on the dresser. Gary and Glen decide that. . . .

Possible Conclusions

- Gary and Glen decide it would be safer to leave the house immediately and tell a grown-up about the gun.
- Gary and Glen decide to tell Ken's parents about the gun right away.

12. Sean always wears his safety belt when he rides in a car. Sometimes his mother forgets to put on her safety belt, and Sean must remind her. One day, Sean's mother is going to drive Sean and his baby sister to the mall. As they get into the car. . . .

Possible Conclusions

- Sean reminds his mother to wear her safety belt.
- Sean reminds his mother to make sure that his younger sister is properly strapped into her child-safety seat in the back seat of the car.

13. Mike and Bill are spending Saturday at the local mall. While riding down the escalator, Mike dares Bill to try and run up the escalator steps. Bill thinks about it for a minute and decides. . . .

Possible Conclusions

- Bill knows it is not safe to run or fool around on an escalator. He decides it is safer to hold onto the hand railing and carefully step off the escalator steps at the bottom.
- Bill knows that running, pushing, or shoving on an escalator could lead to someone falling down or getting hurt.



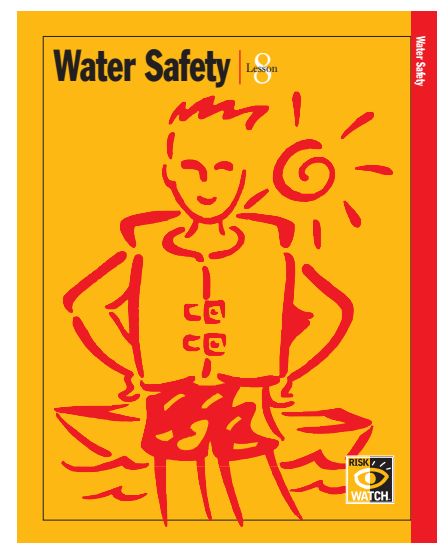
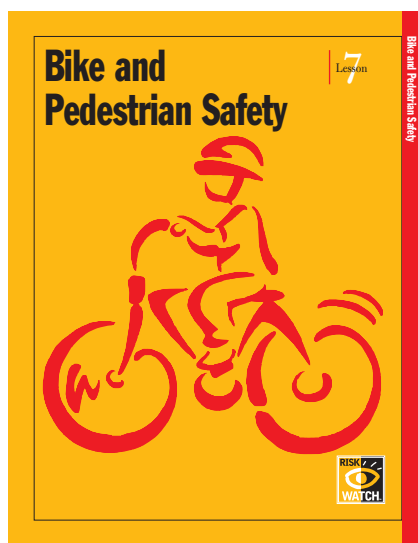
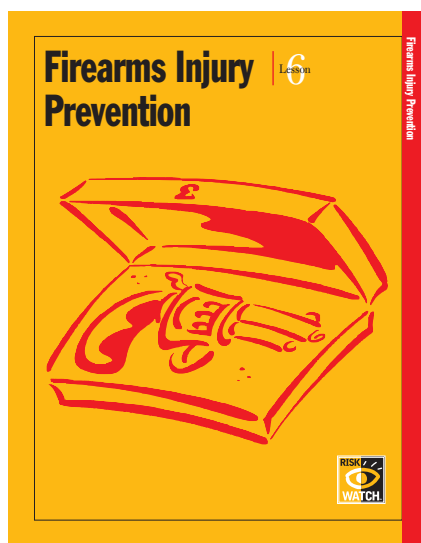
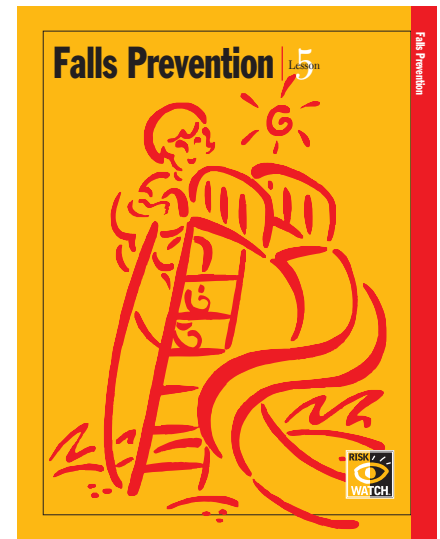
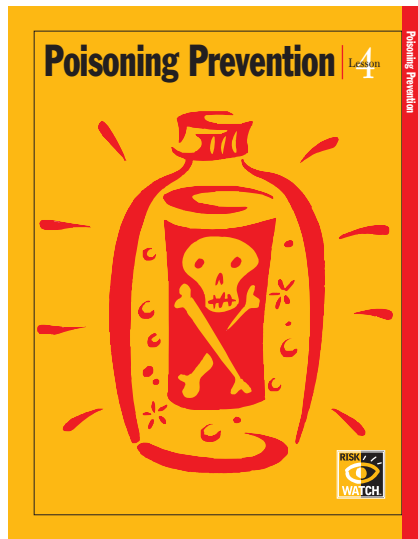
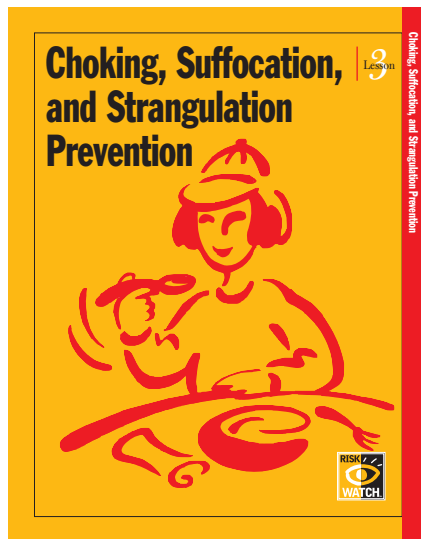
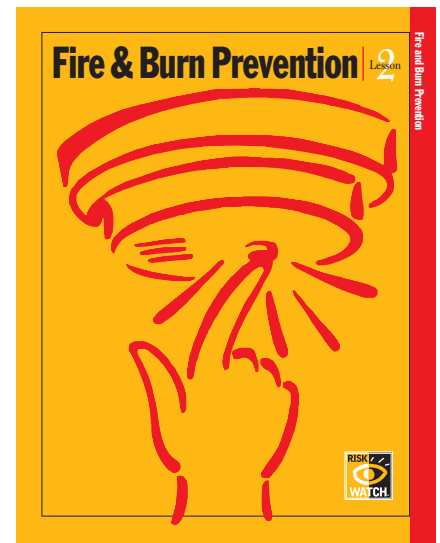
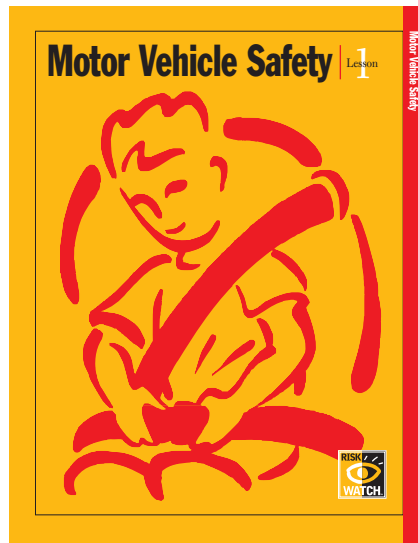
Get the Message Worksheet

NAME: _____

;+ % 2 6 ? 7 , ; ! 8 # + 6 % 4 3 6 8 % 6 7 ! 6 %
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 ? 8 7 ! & % 8 3 8 + % - ! Z
 @ % # ! 9 7 % 4 < ! A ? 2 * ? 8 7 ! & %
 ? 7 8 + % , 4 % 6 & % # 8 7 3 < 9 8 ? 3 2
 ! 2 \$ 8 + ! 8 7 2 3 > 3 , %
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Risk Watch® Icon Cards

Duplicate this sheet to use the Risk Watch icons in student projects. Ideas for the icons include decorating student journals, Risk Watch safety badges, props for presentations, games, or other fun ideas you may have!





Motor Vehicle Safety



Home Activity

Discuss safety. Use your parked motor vehicle to discuss safety before you go for a drive. Ask your child the following questions about motor vehicle safety: Who in your family should be in a child safety seat? (children under 40 pounds) Who should use a belt-positioning booster seat? (a child who weighs between 40 and 80 pounds) Who should wear a safety belt? (everyone over 80 pounds) What is a safety belt? (a restraining device that helps prevent injury or death) When should one wear a safety belt? (always) Where is a safety belt located? (child shows where the safety belts are located) Why wear a safety belt? (to prevent injury in case of a motor vehicle crash) How do you wear the safety belt? (child should sit in the back of the vehicle and show how to fasten the safety belt properly.)

Visit www.riskwatch.org or www.sparky.org for more information and activities.



Your child has been learning about the dangers presented by motor vehicles and school buses and the ways to be protected from injury. Motor vehicle crashes are the leading cause of unintentional injury and death for children aged 14 and under. In 2000, 1,654 children in the United States aged 14 and under died in motor vehicle crashes. About 55 percent of motor vehicle occupants aged 14 and under who were killed in fatal crashes in 2001, were unrestrained. An estimated 228,000 children aged 14 and under were injured in motor vehicle crashes. Some of these injuries involved brain and spinal cord damage, which can have a lifelong effect on the injured child.

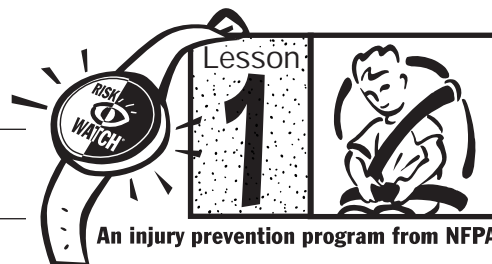
Child restraint systems, such as infant seats, convertible seats, booster seats, and safety belts, however, can reduce the risk of death by up to 71 percent. However, 85 percent of children who ride in motor vehicles are improperly restrained. A child who weighs between 40 and 80 pounds should use a belt-positioning booster seat. A belt-positioning booster seat elevates the child to ensure a proper fit of the lap-shoulder safety belt. When the child has reached a weight of 80 pounds, is approximately 58 inches tall, and has a sitting height of 29 inches, he or she can be properly restrained with a lap-shoulder safety belt. For the lap-shoulder safety belt to work effectively, the shoulder belt should cross the collarbone and the center of the chest. The lap belt should fit low and tight across the upper thighs. Children can not ride comfortably and remain properly restrained using a lap-shoulder safety belt until they are tall enough for their knees to bend over the edge of the seat when their backs are resting firmly against the seat. In addition, all children 12 and under should ride in the back seat.

Because many children ride a school bus at one time or another, it is important to remind them of school bus safety rules. Your child will be reviewing these rules in class.

Data sources: Boost America!, National Center for Injury Prevention and Control, National Highway Traffic Safety Administration (NHTSA), National SAFE KIDS Campaign®.

Name _____

Date _____



Spelling Challenge

Use the letters in each of the safety rules below to make three different words. Each word must have at least four letters. Write each word in the space provided. Then choose one of the rules. On a separate sheet of paper, write a story about this rule. Try to use all three of the new words in your story.

Always wear a safety belt.

1. _____

2. _____

3. _____

Listen to the bus driver.

4. _____

5. _____

6. _____

Stay in your seat.

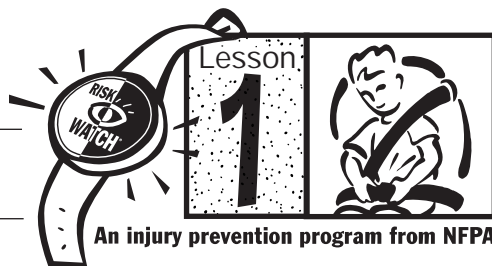
7. _____

8. _____

9. _____

Name _____

Date _____



Know the Rules

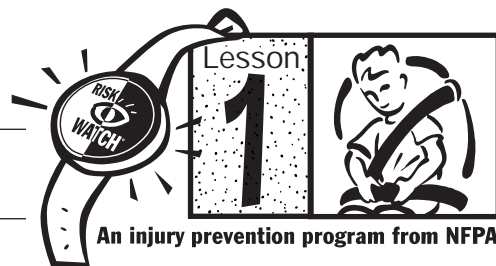
Use the words listed below to complete the sentences. You can use a word more than once. Some words will not be used.

driver	safety	always	quietly	loudly
belt	seat	stand	giant	aisle
little	handrail	back	front	

1. You must listen to the bus _____.
2. When you are in a car, you should be seated in the _____ seat.
3. When you are on a school bus, you should keep your backpack and lunchbag out of the _____.
4. While waiting for the bus, you should stand five _____ steps away from the curb.
5. When you get off the school bus, hold onto the _____.
6. You should _____ wear a safety belt when riding in a motor vehicle.
7. While waiting for the school bus, _____ in single file.
8. While on the bus, stay in your _____ at all times.
9. Talk _____ when riding on the bus.
10. All of us need to follow the _____ rules to stay safe.

Name _____

Date _____



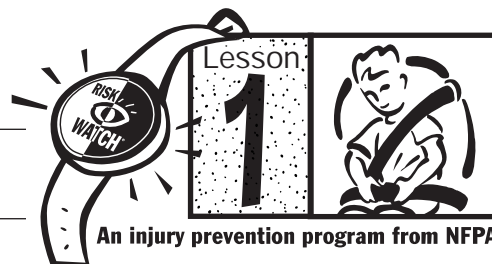
What's the Story?

Imagine that you are a news reporter. In the space provided below, write a story about motor vehicle safety. Be sure to include a headline. You also may include pictures.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____



Spelling Challenge

Use the letters in each of the safety rules below to make three different words. Each word must have at least four letters. Write each word in the space provided. Then choose one of the rules. On a separate sheet of paper, write a story about this rule. Try to use all three of the new words in your story.

Answers will vary.

Always wear a safety belt.

1. _____

2. _____

3. _____

Listen to the bus driver.

4. _____

5. _____

6. _____

Stay in your seat.

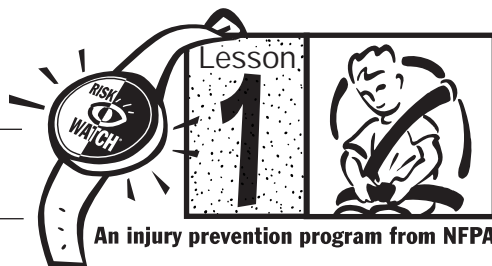
7. _____

8. _____

9. _____

Name _____

Date _____



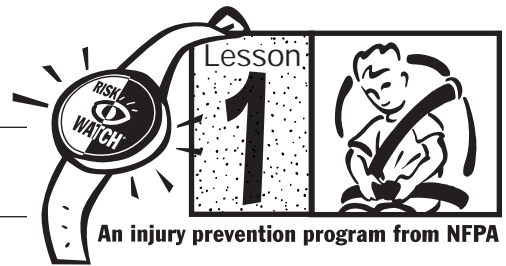
Know the Rules

Use the words listed below to complete the sentences. You can use a word more than once. Some words will not be used.

driver	safety	always	quietly	loudly
belt	seat	stand	giant	aisle
little	handrail	back	front	

1. You must listen to the bus driver.
2. When you are in a car, you should be seated in the back seat.
3. When you are on a school bus, you should keep your backpack and lunchbag out of the aisle.
4. While waiting for the bus, you should stand five giant steps away from the curb.
5. When you get off the school bus, hold onto the handrail.
6. You should always wear a safety belt when riding in a motor vehicle.
7. While waiting for the school bus, stand in single file.
8. While on the bus, stay in your seat at all times.
9. Talk quietly when riding on the bus.
10. All of us need to follow the safety rules to stay safe.

Date _____

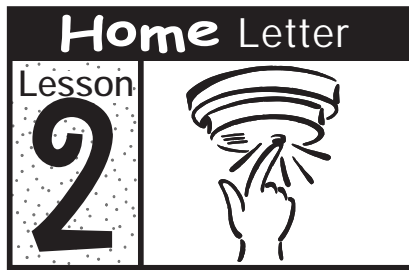


What's the Story?

Imagine that you are a news reporter. In the space provided below, write a story about motor vehicle safety. Be sure to include a headline. You also may include pictures.

Answers will vary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Fire and Burn Prevention



Home Activity

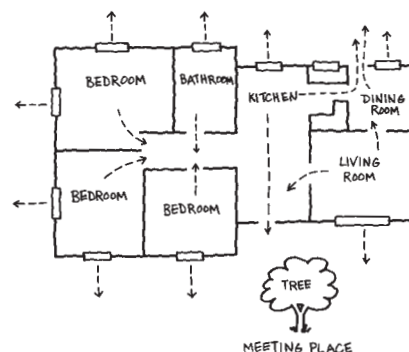
Develop a fire escape plan.

Walk your child through every room of your home, and discuss two ways to escape from every room. Check to make sure every level of your home has at least one working smoke alarm. Then designate a place where each member of your household should meet in case there is a fire.

Practice your fire escape plan.

Practice the following scenarios: Announce that a particular room is on fire, and have your child exit the home and go to the meeting place. Announce that the front door is blocked by fire, and have your child use another exit to go to the meeting place. Tell your child to pretend he or she is sleeping and announce that the fire is blocking the hallway. Announce that there is light smoke in the hallway, and have your child crawl under the smoke to get outside.

Visit www.riskwatch.org or www.sparky.org for more information and activities.



Your child has been learning basic information regarding fire and burn prevention. In the United States, fire kills more than 3,500 people a year and is the cause of tens of thousands of related injuries. In 1998 in the United States, 800 children aged 14 and under died from fire.

It is important to know that some children may experiment with fire just to see what it is like. Some children seek attention to themselves by playing with dangerous items, and others intentionally set fires as a way of acting out their anger or frustration. Proper supervision of children and appropriate assignment of responsibility are two things you can do to prevent this behavior. You also can remove all potential fire hazards from your home and store items that can start a fire in a safe place. These items include matches and lighters, gasoline, kerosene, and paint thinner. It is important to understand that fire play could result in serious personal harm or property loss. Deliberate or intentional firesetting could have legal consequences, too. Programs are available to help assess a child's fire behavior and provide appropriate education and assistance.

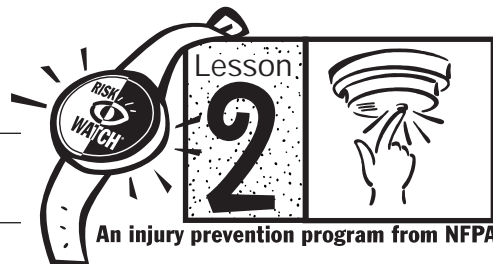
Every family member should know what to do in the event of a fire. When the smoke alarm sounds, get out of the home, and stay out of the home. Call your fire department's number from a neighbor's home or from a portable or cellular phone to report the fire. Make sure you have smoke alarms on every level of your home including the basement and in or near all sleeping areas. Test the smoke alarms monthly by pushing the test button and install new batteries at least once a year.

In addition, develop and practice a home fire escape plan. Fires can grow and spread very quickly, potentially giving a family less than two minutes to escape the home after a smoke alarm sounds. Every room should have two ways to escape from fire. It also is important to have a designated meeting place outside the home, such as a telephone pole, a neighbor's house, or a large tree. This way every member of the household will meet in one place, and they can tell the firefighters whether everyone is out of the home. It is critical that everyone understands that no one except a trained firefighter should go back inside a burning home for any reason. Practice your home fire escape plan at least twice a year.

Data source: NFPA.

Name _____

Date _____



Find the Synonym

Choose the synonym for each word listed below.

Write the synonym on the line.

1. practice _____

- A.** preview **B.** drill
C. twice **D.** once

2. crawl _____

- A.** creep **B.** jump
C. run **D.** walk

3. fire _____

- A.** flame **B.** cold
C. ice **D.** ignite

4. drop _____

- A.** stop **B.** roll
C. fall **D.** rise

5. safe _____

- A.** unsafe **B.** danger
C. uninjured **D.** injured

6. hazard _____

- A.** danger **B.** safety
C. secure **D.** blast

7. exit _____

- A.** enter **B.** leave
C. come **D.** open

8. alarm _____

- A.** alert **B.** secure
C. calm **D.** stop

9. stop _____

- A.** go **B.** stay
C. cease **D.** leave

Using the synonyms above, write five safety messages. Use correct capitalization and punctuation.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Date _____



Gather the Facts

Read the following story. Answer the five "W's" of reporting to gather more facts.

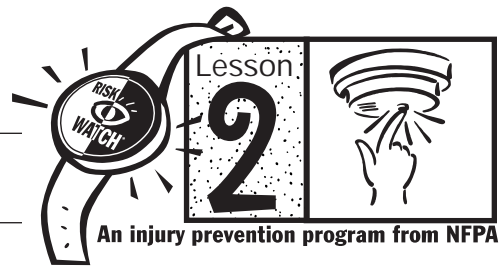
About 11:00 P.M. the smoke alarm in the Grove home sounded. Shortly afterwards, the fire department received an emergency phone call from the Grove family stating that their house was on fire. It appears that Mrs. Grove started a fire in the fireplace. Sparks flew from the fireplace. The fire screen was not in place. The curtains in the room ignited. Soon the smoke alarms sounded. When the fire department arrived, all five members of the Grove family were standing at the mailbox in front of their home. The firefighter stated that he was impressed that the family followed many of the fire safety rules.

1. **WHAT** alerted the Grove family that their house was on fire?
2. **WHAT** should Mrs. Grove have done to prevent the fire?
3. **WHERE** did Mrs. Grove meet her family?
4. **WHO** met at the family meeting place?
5. **WHY** did the fire start?
6. **WHEN** did the fire happen?

On a separate sheet of paper, write a short report about the fire at the Grove house. Use the information you discovered by answering the five questions of reporting.

Name _____

Date _____



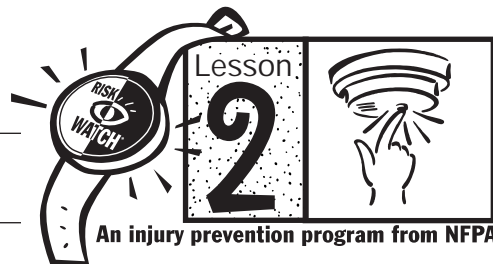
Make the Great Escape

Use the grid below to make a floor plan of your home. Using a red pen, show your fire escape route from your bedroom. Using a blue pen, show your fire escape plan if there is smoke in your hallway. Practice the plan at home.

The fire department emergency number is _____.

Name _____

Date _____



Find the Synonym

Choose the synonym for each word listed below.
Write the synonym on the line.

1. practice _____

- A.** preview **B.** drill
C. twice **D.** once

2. crawl _____

- A.** creep **B.** jump
C. run **D.** walk

3. fire _____

- A.** flame **B.** cold
C. ice **D.** ignite

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- A.** stop **B.** roll
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5. safe _____

- A.** unsafe **B.** danger
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- A.** danger **B.** safety
C. secure **D.** blast

7. exit _____

- A.** enter **B.** leave
C. come **D.** open

8. alarm _____

- A.** alert **B.** secure
C. calm **D.** stop

9. stop _____

- A.** go **B.** stay
C. cease **D.** leave

Using the synonyms above, write five safety messages. Use correct capitalization and punctuation.

1. *Answers will vary.*

2. _____

3. _____

4. _____

5. _____

Name _____

Date _____



Gather the Facts

Read the following story. Answer the five "W's" of reporting to gather more facts.

About 11:00 P.M. the smoke alarm in the Grove home sounded. Shortly afterwards, the fire department received an emergency phone call from the Grove family stating that their house was on fire. It appears that Mrs. Grove started a fire in the fireplace. Sparks flew from the fireplace. The fire screen was not in place. The curtains in the room ignited. Soon the smoke alarms sounded. When the fire department arrived, all five members of the Grove family were standing at the mailbox in front of their home. The firefighter stated that he was impressed that the family followed many of the fire safety rules.

1. WHAT alerted the Grove family that their house was on fire?

2. WHAT should Mrs. Grove have done to prevent the fire?

3. WHERE did Mrs. Grove meet her family?

4. WHO met at the family meeting place?

5. WHY did the fire start?

6. WHEN did the fire happen?

1. The smoke alarm.

2. Close the fire screen.

3. The mailbox in front of the home.

4. All five members of the Grove family.

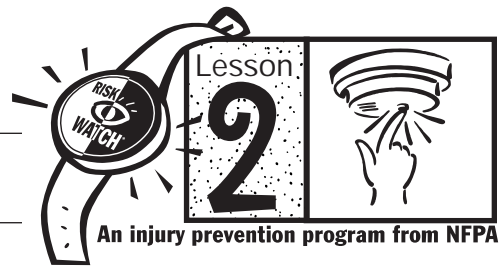
5. Sparks flew from the fireplace.

6. Around 11:00 P.M.

On a separate sheet of paper, write a short report about the fire at the Grove house. Use the information you discovered by answering the five questions of reporting.

Answers will vary.

Date _____



Make the Great Escape

Use the grid below to make a floor plan of your home. Using a red pen, show your fire escape route from your bedroom. Using a blue pen, show your fire escape plan if there is smoke in your hallway. Practice the plan at home. *Answers will vary.*

The fire department emergency number is Answers will vary.



Choking, Suffocation, and Strangulation Prevention



Home Activity

Test your knowledge. Quiz your child on the definitions of suffocation (being enclosed in something that blocks the intake of air), choking (having the airway blocked), and strangulation (having the airway compressed). Have your child identify possible causes of each type of hazard. Then ask your child to explain how to prevent any of these incidents.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.



Your child has been learning about the dangers of choking, suffocation, and strangulation and how to recognize potentially dangerous items and situations that could cause injury. In 2000, in the United States, 634 children aged 14 and under died from suffocation, strangulation, or entrapment. In 2000, 160 children aged 14 and under died from choking.

Knowing the risks can help you protect your child. Remind your child to sit while eating and to chew food thoroughly. Reinforce these habits with your child during mealtimes at home.

All parents and caregivers are urged to take a Cardiopulmonary Resuscitation (CPR) course and to learn the Heimlich maneuver. To perform the Heimlich maneuver:

1. Ask if the person in distress can cough, speak, or breathe. If he or she can, then do not interfere. If the person is unable to cough, speak, or breathe, begin the Heimlich maneuver.
2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, between the navel and the breastbone. Grasp your fist with your other hand.
3. Give four quick, upward thrusts into the abdomen.
4. Repeat the thrusts until the obstruction is dislodged and the airway is clear.

Unintentional strangulation also claims many lives each year. Most strangulation incidents occur on the playground. A child can be strangled when something he or she is wearing gets caught on playground equipment, such as a slide or swing. While on the playground, children should avoid wearing scarves, mittens, necklaces, or clothes with drawstrings around the neck.

Strangulation incidents also can occur at home. Look for strangulation hazards such as window blind cords and small openings that could entrap a child's head. Cut the loops on the window blind cords and place them out of your child's reach.

In addition, it is important to note that young children are particularly at risk of suffocation when at play. Your child should never play with plastic bags or inside objects such as refrigerators, freezers, dishwashers, boxes, and car trunks, which could entrap him or her.

Data sources: Centers for Disease Control and Prevention (CDC), National SAFE KIDS Campaign®.

Name _____

Date _____



Dictionary Search

Look at the chart below. Use a dictionary to look up the meaning of each vocabulary word listed in the first column. Write the definition that best fits the word as used in the sentences below. List the guide words from the dictionary page where you found the word. Then, read the sentence and identify the underlined word's correct part of speech.

Word	Definition	Guide Words
strangle		
choke		
suffocate		
hazard		
trapped		

1. Window blind cords and drawstrings on clothes could strangle a child. _____
2. Maya choked on her food because she didn't chew it thoroughly. _____
3. You could suffocate if you play in the trunk of a car. _____
4. Plastic bags and refrigerators are suffocation hazards.

5. Billy became trapped in the old freezer during hide-and-seek. _____

Name _____

Date _____



The Rest of the Story

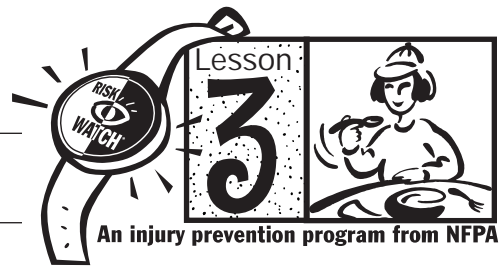
Read the situation below. In the space provided, tell what safety rule the girls broke. Then tell how the incident could have been prevented.

Annie and Lee were jumping rope outside. They decided to have a contest to see who could jump rope the fastest. The two girls were eating candy while they were playing. When Lee started to jump rope fast, the piece of candy that she was eating got caught in her throat. She started choking.



Name _____

Date _____



Get the Facts

Imagine that an investigative reporter visited the new "kidzone" playground. Read her notes below. Then, on a separate sheet of paper, write a story about the unsafe things she saw the children doing on the playground. Be sure to include what the children should do instead.

Several children are playing on the playground. The playground has proper soft surfacing, which protects the children from fall-related injuries. Yet some of the children are still in danger. Brittany is wearing a hooded jacket with drawstrings. She is climbing up the slide. Her best friend, Susan, is wearing a sweatshirt and is climbing right behind her.

There is a large covered box on the playground. Some workmen must have left the box there by mistake. John is climbing inside the box to hide from Mike. Henry told John that he shouldn't get in the box because it could be dangerous.

Mike's little sister, Missy, also is at the playground. She is four years old. Missy is playing with some marbles. She is about to put a couple of them in her mouth. Her friend, Nathan, wants some marbles, too.

Several grown-ups are sitting on benches talking with each other. They are not supervising their children.

Name _____

Date _____



Dictionary Search

Look at the chart below. Use a dictionary to look up the meaning of each vocabulary word listed in the first column. Write the definition that best fits the word as used in the sentences below. List the guide words from the dictionary page where you found the word. Then, read the sentence and identify the underlined word's correct part of speech.

Word	Definition	Guide Words
strangle	<i>To compress the airway.</i>	<i>Answers will vary.</i>
choke	<i>To block the airway.</i>	<i>Answers will vary.</i>
suffocate	<i>Insufficient intake of air.</i>	<i>Answers will vary.</i>
hazard	<i>Source of danger.</i>	<i>Answers will vary.</i>
trapped	<i>Caught or stopped.</i>	<i>Answers will vary.</i>

1. Window blind cords and drawstrings on clothes could strangle a child. Verb
2. Maya choked on her food because she didn't chew it thoroughly. Verb
3. You could suffocate if you play in the trunk of a car. Verb
4. Plastic bags and refrigerators are suffocation hazards.
Noun
5. Billy became trapped in the old freezer during hide-and-seek. Verb

Name _____

Date _____



The Rest of the Story

Read the situation below. In the space provided, tell what safety rule the girls broke. Then tell how the incident could have been prevented.

Annie and Lee were jumping rope outside. They decided to have a contest to see who could jump rope the fastest. The two girls were eating candy while they were playing. When Lee started to jump rope fast, the piece of candy that she was eating got caught in her throat. She started choking.



Always remain seated while eating.

Answers will vary.

Name _____

Date _____



Get the Facts

Imagine that an investigative reporter visited the new "kidzone" playground. Read her notes below. Then, on a separate sheet of paper, write a story about the unsafe things she saw the children doing on the playground. Be sure to include what the children should do instead.

Several children are playing on the playground. The playground has proper soft surfacing, which protects the children from fall-related injuries. Yet some of the children are still in danger. Brittany is wearing a hooded jacket with drawstrings. She is climbing up the slide. Her best friend, Susan, is wearing a sweatshirt and is climbing right behind her.

There is a large covered box on the playground. Some workmen must have left the box there by mistake. John is climbing inside the box to hide from Mike. Henry told John that he shouldn't get in the box because it could be dangerous.

Mike's little sister, Missy, also is at the playground. She is four years old. Missy is playing with some marbles. She is about to put a couple of them in her mouth. Her friend, Nathan, wants some marbles, too.

Several grown-ups are sitting on benches talking with each other. They are not supervising their children.

Answers will vary but should include a statement that Brittany is wearing a hooded jacket with drawstring; she should remove her jacket or the drawstring. John is climbing inside a box; he should not play in anything that could entrap him, including a box. Missy is putting marbles in her mouth; she should not be playing with anything that could choke her. Grown-ups not supervising children.



Poisoning Prevention



Home Activities

Create a checklist. Make copies of the chart on this page and work with your child to create a checklist of things you can do to prevent a poisoning emergency. Have your child evaluate each room for possible poisons and list them in the chart. Place a check mark in the chart where applicable. Items without check marks should be taken care of as soon as possible.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Poisonous Item	Properly Contained	Out of Reach
Gasoline	✓	✓

Your child has been learning how to stay safe from poisons commonly found in or around the home. A poison is a substance containing toxic chemicals that can cause serious illness, injury, or even death when eaten or inhaled.

Poison Control Centers across the nation received more than 1.1 million reports of unintentional poisonings in children aged five and under in 2001. In 2000, 91 children aged 14 and under were fatally poisoned. More than 90 percent of all poisonings happened inside the home.

It is not difficult to understand why children are at increased risk for poisoning. Younger children have a tendency to put things in their mouths, while older children may taste or smell things out of curiosity. Some children are poisoned through no fault of their own by a colorless, odorless gas called carbon monoxide. Regardless of the poison, the results can be life-threatening, even fatal, because of the small size of children.

Safeguard your child by purchasing medicines and vitamins with child-resistant caps. Store all cleaning products and flammables out of your child's reach, preferably in a locked cabinet. Keep all poisonous substances in their original containers. If possible install laboratory-listed

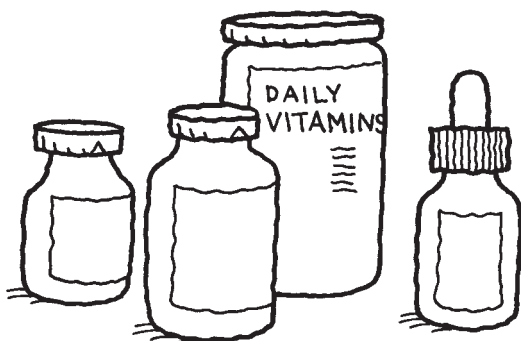
CO detectors inside your home to protect your family from carbon monoxide poisoning.

To help keep your family safe, post the Poison Control Center's phone number, 1-800-222-1222, on or near your telephone. Should you ever suspect that your child has taken a poison, stay calm and call the Poison Control Center right away.

Have the container from which the poison was taken handy in case you need to answer any questions about the poison.

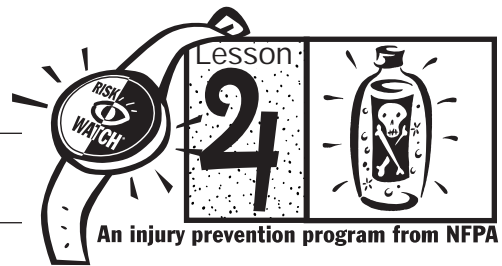
In addition, teach your child never to eat or drink anything, including medicine, without asking a trusted grown-up first. Make sure your child knows to tell a grown-up if someone finds a poison and to stay away from areas that may pose a poisoning risk.

Data sources: American Association of Poison Control Centers, National SAFE KIDS Campaign®.



Name _____

Date _____



The Correct Tense

Read the paragraphs, and circle the correct verb to complete the last sentence of each.

1. Maggie went to the park with her aunt. Maggie ran over to the playground and climbed the slide. When she got to the top, she saw a candy bar that someone had left behind. Maggie picked up the candy bar and (brings, brought) it to her aunt.
2. During lunch, Paco tells his friend that he does not feel well. Paco's friend gives him a white pill to take. Later that afternoon, Paco feels worse than before. He asks his teacher for permission to see the school nurse. His teacher (gives, gave) him a hall pass.
3. I open the cabinet door to get some cookies. There is a bottle of bleach on the shelf next to the box of cookies. I (ran, run) to tell my mom that this is a poison hazard.
4. Sidney stomped to the kitchen and poured himself a bowl of cereal. Suddenly the carbon monoxide detector alarm (goes, went) off.

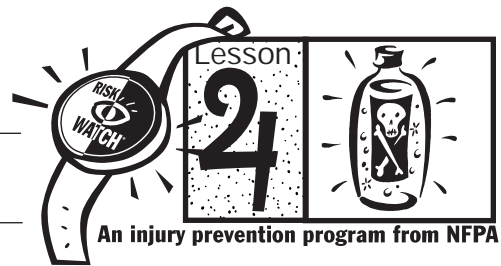
Read the sentence below. Select the verb tense.

On a separate sheet of paper, write the rest of the story about Dr. Poison's wacky laboratory.

Dr. Poison's wacky laboratory (is, was) very dangerous.

Name _____

Date _____



What's the Main Idea?

Read each paragraph. Select the main idea from the choices provided.

- 1.** Poisons, such as cleaning products, need to be stored properly. They should be in a locked cabinet. Children should not be able to open the cabinet.
 - A.** Cabinets are important.
 - B.** Cleaning products are poisonous.
 - C.** Cleaning products should be stored in a safe place.
 - D.** None of the above
- 2.** It is important to know what to do if someone gets poisoned. You should get help from a grown-up. If a grown-up is not available, call the Poison Control Center, your local emergency number, or the operator.
 - A.** Know what to do in a poisoning emergency.
 - B.** Grown-ups are helpful in a poisoning emergency.
 - C.** The numbers are posted by the telephone.
 - D.** None of the above
- 3.** Children should take medicine only from a grown-up they trust. They should never take medicine from a friend.
 - A.** Friends can help give you medicine.
 - B.** Medicines are colorful.
 - C.** Take medicine only from a trusted grown-up.
 - D.** None of the above

Date _____



Thank You, Thank You

In the space provided, write a thank-you note to your teacher or community safety expert for the information he or she has taught you about poisoning prevention. Be sure to tell the most important message you learned.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____



The Correct Tense

Read the paragraphs, and circle the correct verb to complete the last sentence of each.

1. Maggie went to the park with her aunt. Maggie ran over to the playground and climbed the slide. When she got to the top, she saw a candy bar that someone had left behind. Maggie picked up the candy bar and (brings, brought) it to her aunt.
2. During lunch, Paco tells his friend that he does not feel well. Paco's friend gives him a white pill to take. Later that afternoon, Paco feels worse than before. He asks his teacher for permission to see the school nurse. His teacher (gives, gave) him a hall pass.
3. I open the cabinet door to get some cookies. There is a bottle of bleach on the shelf next to the box of cookies. I (ran, run) to tell my mom that this is a poison hazard.
4. Sidney stomped to the kitchen and poured himself a bowl of cereal. Suddenly the carbon monoxide detector alarm (goes, went) off.

Read the sentence below. Select the verb tense.

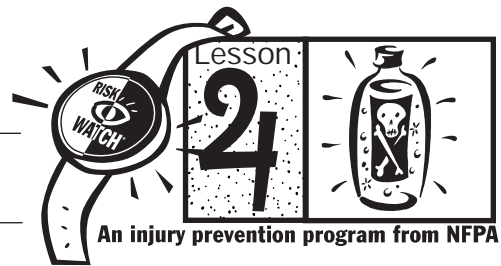
On a separate sheet of paper, write the rest of the story about Dr. Poison's wacky laboratory.

Dr. Poison's wacky laboratory (is, was) very dangerous.

Answers will vary.

Name _____

Date _____



What's the Main Idea?

Read each paragraph. Select the main idea from the choices provided.

- 1.** Poisons, such as cleaning products, need to be stored properly. They should be in a locked cabinet. Children should not be able to open the cabinet.
 - A.** Cabinets are important.
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 - ☒ **C.** Cleaning products should be stored in a safe place.
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- 2.** It is important to know what to do if someone gets poisoned. You should get help from a grown-up. If a grown-up is not available, call the Poison Control Center, your local emergency number, or the operator.
 - A.** Know what to do in a poisoning emergency.
 - ☒ **B.** Grown-ups are helpful in a poisoning emergency.
 - C.** The numbers are posted by the telephone.
 - D.** None of the above
- 3.** Children should take medicine only from a grown-up they trust. They should never take medicine from a friend.
 - A.** Friends can help give you medicine.
 - B.** Medicines are colorful.
 - C.** Take medicine only from a trusted grown-up.
 - ☒ **D.** None of the above

Date _____



Thank You, Thank You

In the space provided, write a thank-you note to your teacher or community safety expert for the information he or she has taught you about poisoning prevention. Be sure to tell the most important message you learned.

Answers will vary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Falls Prevention



Home Activity

Create a falls prevention checklist. Work with your child to create a falls prevention checklist. Have your child suggest ideas from what he or she has learned in class. Then make copies of the checklist, and have your child distribute the list to friends, neighbors, and baby-sitters.

Visit www.riskwatch.org or www.sparky.org for more information and activities.

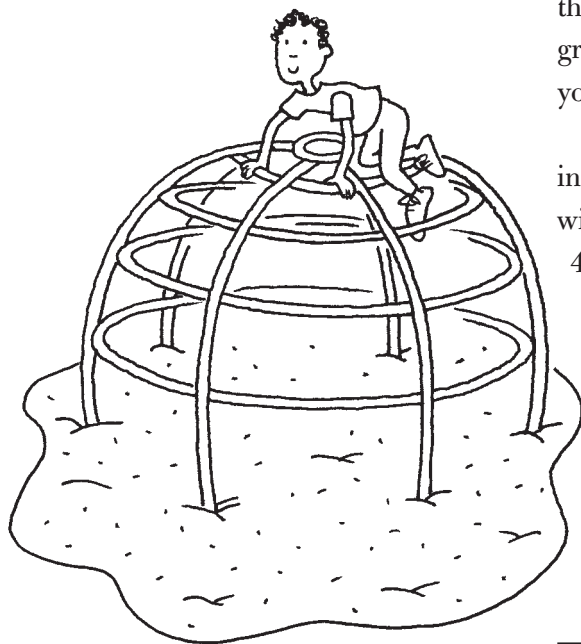
Your child has been learning about the danger of falls and about how falls can be prevented. In 2000, in the United States, 81 children aged 14 and under died as a result of fall-related incidents, and more than half were children aged 4 or younger. In 2001, more than 2.5 million children aged 14 and under were injured and treated in hospital emergency departments as a result of fall-related incidents. Each year, an estimated 15 children ages 14 and under die and approximately 233,500 are treated in hospital emergency rooms for playground equipment-related injuries. In fact, nearly three-fourths of all playground injuries are caused by falls, some of which occur in a child's own backyard.

To prevent and lessen the impact of playground falls, your child has learned that play areas should be covered with 12 inches of materials such as mulch, pea gravel, wood chips, or specially designed rubber substances that cushion a fall. **Dirt and grass as well as traditional gravel surfaces do not provide adequate protection when falls occur.**

Your child also has learned that following safe play rules greatly reduces the risk of playground falls. Children should take turns on playground equipment, keep their shoes on with the shoelaces tied, wear suitable clothing, and be aware of potential playground dangers. You can reinforce these rules when your child plays at home and at neighborhood playgrounds by correcting any inappropriate behavior and by praising your child when he or she follows the rules.

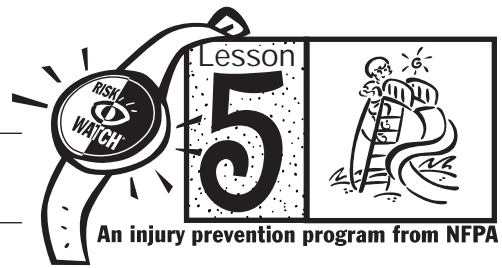
Play equipment is only one source of fall-related injuries. Many such incidents occur when children fall from open or improperly protected windows. Each year, hospital emergency rooms care for approximately 4,700 children aged 14 and under who were injured by falling from windows. Fortunately, falls from windows are largely preventable. Because most window screens are not made to prevent children from falling, use window guards to keep children safely inside. However, never place a guard on a window that is used as a fire exit unless the guard has a quick-release device that is easily opened from the inside. Place furniture a safe distance away from windows to discourage children from climbing and other unsafe play. Provide careful supervision of your children at all times.

Data Sources: Consumer Federation of America, National SAFE KIDS Campaign®.



Name _____

Date _____



Sequencing

Find and circle the sequence words in each sentence below.

- 1.** Before I go to bed, I brush my teeth. Then I read a book.
- 2.** Yesterday I saw someone playing on the escalator at the mall. Then I saw him fall.
- 3.** First, I will go to the playground. Then, I will inspect the equipment for safety. Finally, I will write a safety report.
- 4.** In the morning, we will go to the store. In the afternoon, we will go to the playground at the park. In the evening, we will tell Mom and Dad about our adventure.

In the space below, write three sentences about falls prevention using one of the following sets of words:

- first, then, finally
- before, then, after
- yesterday, today, tomorrow

Name _____

Date _____



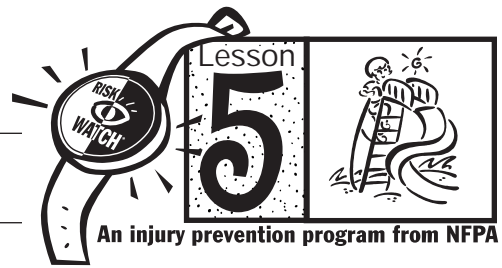
Complete the Phrase

Read the sentences below. Each safety rule has a word missing from it. Complete each sentence, using the word that is spelled correctly.

1. Never play near open _____.
A. windows **B.** wendows **C.** windos **D.** whendows
2. Do not leave _____ on stairs.
A. toyes **B.** toys **C.** tooyes **D.** tois
3. Always wear _____ on the playground.
A. shoes **B.** shews **C.** shoos **D.** shows
4. Do not play on the _____.
A. ascelator **B.** escalater **C.** escalator **D.** escolater
5. Take turns on the _____ at the playground.
A. slyde **B.** slied **C.** slid **D.** slide

Choose one rule. In the space below, explain why your choice is an important falls prevention safety rule.

Date _____



Tell It Like It Is

You have just discovered the safest playground. In the space below, write a paragraph describing the playground. Be sure to tell what makes the playground safe.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____



Sequencing

Find and circle the sequence words in each sentence below.

1. Before I go to bed, I brush my teeth. Then I read a book.
2. Yesterday I saw someone playing on the escalator at the mall. Then I saw him fall.
3. First, I will go to the playground. Then, I will inspect the equipment for safety. Finally, I will write a safety report.
4. In the morning, we will go to the store. In the afternoon, we will go to the playground at the park. In the evening, we will tell Mom and Dad about our adventure.

In the space below, write three sentences about falls prevention using one of the following sets of words:

- first, then, finally
- before, then, after
- yesterday, today, tomorrow

Answers will vary.

Name _____

Date _____



Complete the Phrase

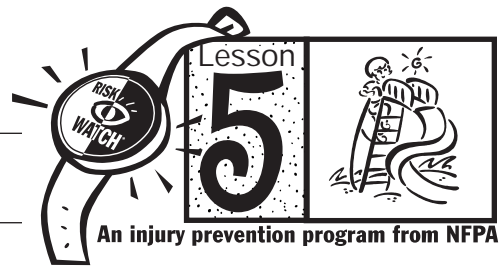
Read the sentences below. Each safety rule has a word missing from it. Complete each sentence, using the word that is spelled correctly.

1. Never play near open _____.
☒ A. windows ☐ B. wendows ☐ C. windos ☐ D. whendows
2. Do not leave _____ on stairs.
☐ A. toyes ☒ B. toys ☐ C. tooyes ☐ D. tois
3. Always wear _____ on the playground.
☒ A. shoes ☐ B. shews ☐ C. shoos ☐ D. shows
4. Do not play on the _____.
☐ A. ascelator ☐ B. escalater ☒ C. escalator ☐ D. escolater
5. Take turns on the _____ at the playground.
☐ A. slyde ☐ B. slied ☐ C. slid ☒ D. slide

Choose one rule. In the space below, explain why your choice is an important falls prevention safety rule.

Answers will vary.

Date _____



Tell It Like It Is

You have just discovered the safest playground. In the space below, write a paragraph describing the playground. Be sure to tell what makes the playground safe.

Answers will vary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Firearms Injury Prevention



Home Activity

Find news stories. Look through your local newspaper for an article about a firearms-related incident. Have your child read the article to you. Then, ask your child to describe the incident using the five "W's" and the "H" questions—who, what, when, where, why, and how. Have your child take the article to class to share.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning about the dangers posed by firearms and what he or she can do to protect himself or herself from unintentional injury or death. Unintentional firearms-related injuries or death are defined as those in which the person firing the gun did not intend to hurt anyone. In 2000, 86 children aged 14 and under in the United States died from unintentional firearms-related incidents. In 2001, nearly 1,400 children were treated in emergency rooms for unintentional injuries received from a firearm.

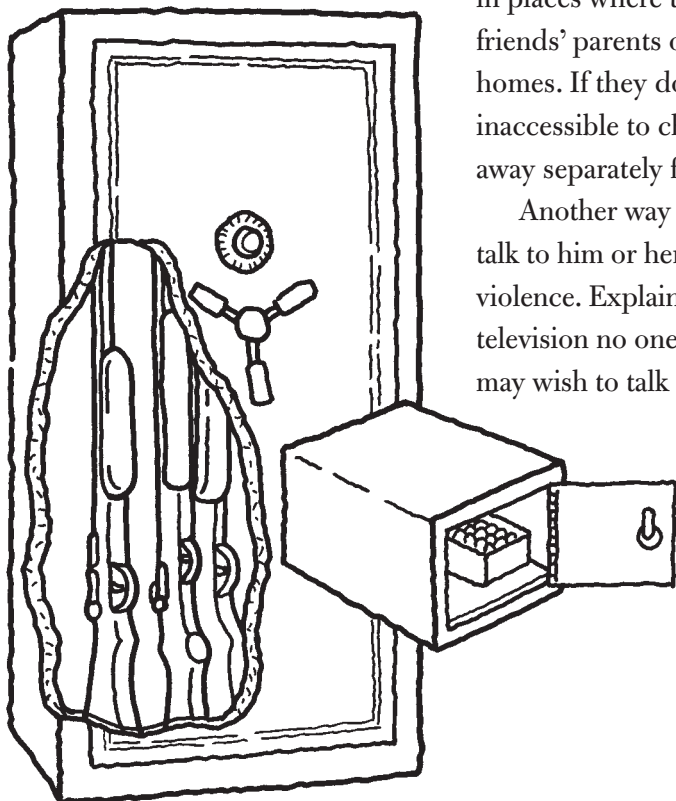
To keep your child from being injured by a gun, you need to child-proof your home. Most childhood shooting deaths involve guns that have been kept loaded and accessible in or around the home. Children are naturally curious, and sometimes they cannot tell the difference between a real gun and a toy gun.

If you have a gun in your home make sure it is stored unloaded and in a locked place where a child cannot touch it. All ammunition also should be kept locked away in an inaccessible location separately from the gun.

Educating children about gun safety plays an important role in keeping them safe from firearms. Talk to your child about staying away from guns in places where they play and homes they visit. Talk with your children's friends' parents or caregivers to find out whether they have guns in their homes. If they do, verify that the guns are kept unloaded, locked away, and inaccessible to children. Also, check that any ammunition is kept locked away separately from the gun.

Another way to educate your child about the dangers of firearms is to talk to him or her about the difference between real violence and television violence. Explain that in real life, children can be hurt by guns, while on television no one is actually hurt, although it appears that they are. You may wish to talk about a program or video game that your child may have watched that contained violence. Ask how he or she felt about it. It's important to let your child know that he or she can talk to you.

Data sources: Consumer Federation of America, National SAFE KIDS Campaign®.



Name _____

Date _____



Dictionary Hunt

Unscramble the words below. Write each word on the line provided. Then, use a dictionary to look up each word, and write the guide words on the lines provided.

1. mminationu _____

Guide Words: _____

2. gusn _____

Guide Words: _____

3. asyt _____

Guide Words: _____

4. waya _____

Guide Words: _____

5. mofr _____

Guide Words: _____

6. nad _____

Guide Words: _____

On the lines below, use the unscrambled words to write the safety rule.

Date _____



- what the boys did with the gun.
- what happened to the boys.
- what safety rules were followed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Name _____

Date _____



News Flash

In the space below, write a story about firearms injury prevention that could be broadcast on a news or radio show.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____



Dictionary Hunt

Unscramble the words below. Write each word on the line provided. Then, use a dictionary to look up each word, and write the guide words on the lines provided.

1. mminationu ammunition

Guide Words: Guide words will vary.

2. gusn guns

Guide Words: Guide words will vary.

3. asyt stay

Guide Words: Guide words will vary.

4. waya away

Guide Words: Guide words will vary.

5. mofr from

Guide Words: Guide words will vary.

6. nad and

Guide Words: Guide words will vary.

On the lines below, use the unscrambled words to write the safety rule.

Stay away from guns and ammunition.

Date _____



You Decide

Read the situation below. Then, in the space provided, finish the story by telling:

- what the boys did with the gun.
- what happened to the boys.
- what safety rules were followed.

It was a warm afternoon. Wesley and Michael were outside playing cops and robbers when they found a gun. The boys thought it was a toy gun, but it wasn't.

Answers will vary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Date _____



News Flash

In the space below, write a story about firearms injury prevention that could be broadcast on a news or radio show.

Answers will vary.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Bike and Pedestrian Safety



Home Activities

Discuss safety. With your child, discuss how bicycle and pedestrian injuries can be prevented or lessened. Have your child tell the safety rules that should be followed.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning bicycle safety rules and the proper way to cross streets and parking lots safely. Young children (aged 10 and under) need the constant supervision of a grown-up to keep them safe from moving vehicles whose drivers may not see small children until it is too late.

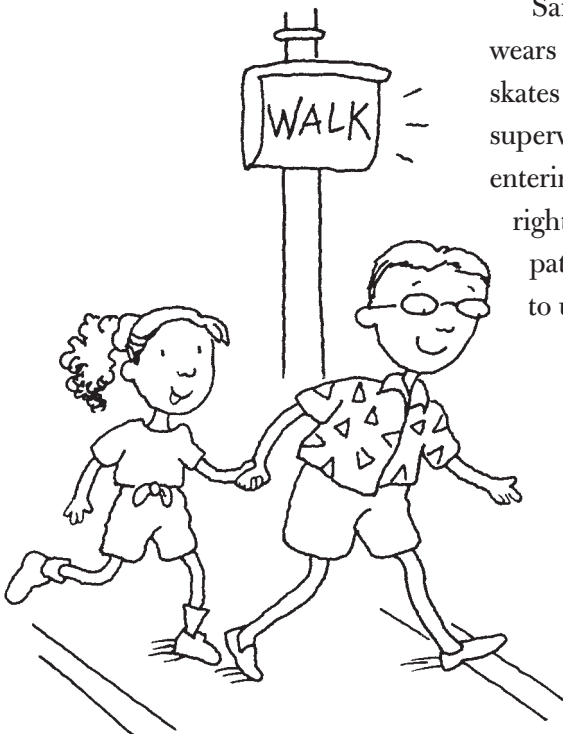
In 2001, nearly 314,600 children in the United States, aged 14 and under, were treated in hospital emergency rooms for bicycling-related incidents. Nearly half of children ages 14 and under hospitalized for bicycle-related injuries are diagnosed with a traumatic brain injury. Studies have shown that wearing a bicycle helmet significantly reduces the risk of a brain injury by 85 percent in the event of an incident. Worn properly, bicycle helmets should sit level on the head, and be snug and comfortable. Studies have shown that wearing a bicycle helmet reduces the risk of a head or brain injury in the event of an incident. Worn properly, bicycle helmets should sit level on the head and be snug and comfortable.

Another startling statistic is the number of children killed in pedestrian-related incidents. In 2000, incidents involving motor vehicles were responsible for the deaths of 534 children aged 14 and under in the United States, and another 172 children of this age died in non-traffic related incidents.

Safeguard your child by being bike-smart. Make sure your child always wears a bicycle helmet when riding a bike, skateboard, scooter, or inline skates and that he or she rides on sidewalks or paths under the direct supervision of a grown-up. Teach your child to make a complete stop when entering a sidewalk, path, or driveway. Also teach him or her to look left, right, and left again for people who may be walking on the sidewalk or path or for vehicles pulling into or out of a driveway. Remind your child to use proper hand signals before stopping or turning.

Teach your child to be street-smart, as well. Make sure your child knows to hold the hand of a grown-up when crossing a street or parking lot. Teach your child to stop at the curb or edge of a road, preferably at an intersection, to make sure the street is clear for crossing, and to never run into the street. Remind your child to listen and look for moving vehicles before crossing the street by looking left, right, and left again.

Data sources: National Center for Injury Prevention and Control; National SAFE KIDS Campaign®; Pediatric Head Injuries and Deaths from Bicycling in the United States, *Pediatrics*, 1996.



Name _____

Date _____



Word Unscramble

Within each bike and pedestrian safety rule below is a scrambled word or two. Write the correct spelling of the word(s) on the line immediately after each rule. Circle any compound words.

- 1.** Cross the street with a *p-wogurn*.

- 2.** Wear a bicycle *eehmlt*.

- 3.** Ride on a *daskeliw* or *hpta*.

- 4.** Look for *rcas* when entering a *eyvriwad*.

- 5.** Look for *leppoe* when entering a sidewalk or path.

- 6.** Walk your *kbei* across the *tertes*.

- 7.** Ride your bike during *gyldiath* hours.

- 8.** When riding on the street, ride with, not against, the *cifraft wlfo*.

Name _____

Date _____



Broken Rules

The story below features a situation in which bike and pedestrian safety rules were not obeyed. Read the story, and write down all the rules that were broken. Then, on a separate sheet of paper, write your own ending to the story.

It was Friday, and Mike was eager to get home because his cousin was coming to spend the weekend. After school, Mike quickly ran out and jumped on his bike. He decided not to wait for his friends and quickly took off for home. Mike was in such a hurry that he didn't even fasten his helmet. Leaning against the light pole at the corner of the intersection, Mike thought about crossing the street. The pedestrian signal flashed "DON'T WALK," but there was no traffic. Mike wisely decided to wait. However, as soon as the signal started to flash "WALK," Mike pedaled his bike into the street, not paying attention to his surroundings. At that very instant, a car turned into the intersection, struck the bicycle. Mike was badly injured.

Rules that were broken:

Name _____

Date _____



Safety Signals, Safety Rules

In the space provided, draw and label the three hand signals used in bike safety.

A large empty square box for drawing a hand signal.

A large empty square box for drawing a hand signal.

A large empty square box for drawing a hand signal.

Choose one bike safety rule and one pedestrian safety rule. On the lines provided, explain why each safety rule is so important.

Name _____

Date _____



Word Unscramble

Within each bike and pedestrian safety rule below is a scrambled word or two. Write the correct spelling of the word(s) on the line immediately after each rule. Circle any compound words.

1. Cross the street with a *p-wogurn*.

grown-up

2. Wear a bicycle *eehmlt*.

helmet

3. Ride on a *daskeliw* or *hpta*.

sidewalk, path (students should circle sidewalk)

4. Look for *rcas* when entering a *eyvriwad*.

cars, driveway (students should circle driveway)

5. Look for *leppoe* when entering a sidewalk or path.

people

6. Walk your *kbei* across the *tertes*.

bike, street

7. Ride your bike during *gyldiath* hours.

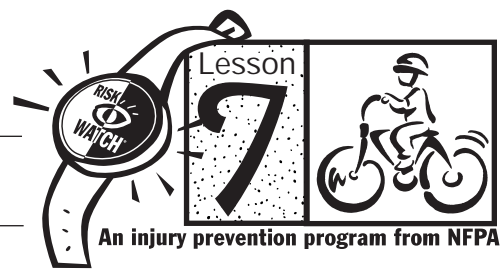
daylight (students should circle daylight)

8. When riding on the street, ride with, not against, the *cifraft wlfo*.

traffic flow

Name _____

Date _____



Broken Rules

The story below features a situation in which bike and pedestrian safety rules were not obeyed. Read the story, and write down all the rules that were broken. Then, on a separate sheet of paper, write your own ending to the story.

It was Friday, and Mike was eager to get home because his cousin was coming to spend the weekend. After school, Mike quickly ran out and jumped on his bike. He decided not to wait for his friends and quickly took off for home. Mike was in such a hurry that he didn't even fasten his helmet. Leaning against the light pole at the corner of the intersection, Mike thought about crossing the street. The pedestrian signal flashed "DON'T WALK," but there was no traffic. Mike wisely decided to wait. However, as soon as the signal started to flash "WALK," Mike pedaled his bike into the street, not paying attention to his surroundings. At that very instant, a car turned into the intersection, struck the bicycle. Mike was badly injured.

Rules that were broken:

Students answers should include fasten your bike helmet, walk your
bike across the street, and look left, right, and left again.

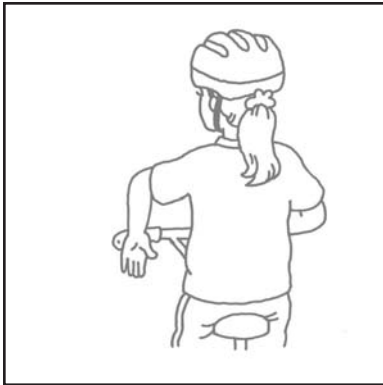
Name _____

Date _____

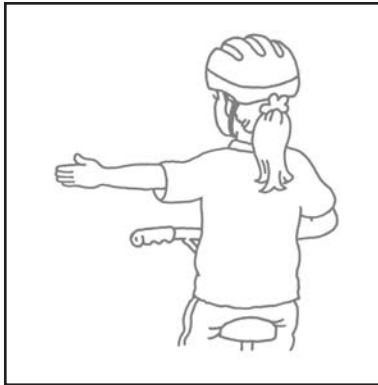


Safety Signals, Safety Rules

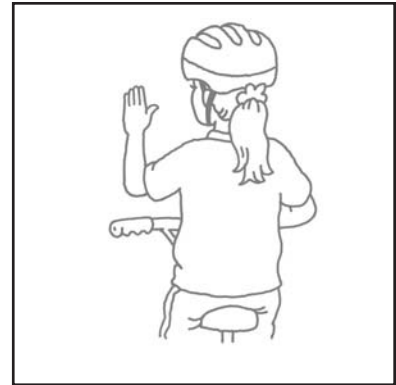
In the space provided, draw and label the three hand signals used in bike safety.



Stop



Left



Right

Choose one bike safety rule and one pedestrian safety rule. On the lines provided, explain why each safety rule is so important.

Answers will vary.



Water Safety



Home Activities

Play I Spy. Visit your local pool, lake, or beach. Look for water safety things. Take turns and describe the thing. Example: I see something that goes all around the pool and has a gate (fence).

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

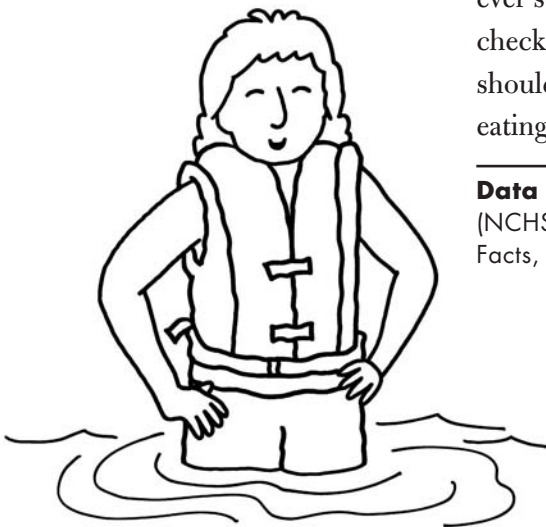
Your child has been learning about water safety and why it's important to follow water safety rules when in or around water. Most drowning incidents occur while swimming, fishing, boating, and bathing. Small children can drown in a bucket of water. In 2000, in the United States, 943 children aged 14 and under drowned.

To prevent a drowning incident, be sure to follow water safety rules while swimming, fishing, boating, bathing—whenever your child is near water. Make sure your child has constant adult supervision while in or around water. If you have a swimming pool, be sure it is equipped with a four-sided fence at least five feet tall that has self-closing and self-latching gates. Make sure your child learns proper swimming techniques and water safety. Enroll your child in swimming lessons, and learn CPR yourself.

No matter how strong a swimmer your child may be, remind him or her not to swim or play near water unless a grown-up is present. Drownings typically occur when a child is left unattended or during a brief lapse in supervision. If your child is not a strong swimmer, he or she should wear a U. S. Coast Guard approved personal flotation device (PFD) while in the water and always wear a PDF when on a boat. A PFD adds buoyancy to the body. It will help hold a child's head and body higher in the water, thus preventing a drowning. Air-filled swimming aids are not approved PFDs.

In addition to these water safety rules, you can help ensure your child's safety in other ways. Make sure your child knows to check for an on-duty lifeguard before getting in any pool, lake, or ocean. Lifeguards make sure swimmers follow the rules, and they are trained to help whenever someone gets in trouble while in the water. Tell your child to always check for and follow posted rules and to look for warning flags. Your child should swim only when rested, and he or she should never swim while eating food or chewing gum.

Data sources: American Red Cross, National Center for Health Statistics (NCHS), National SAFE KIDS Campaign®; National Safety Council Injury Facts, United States Lifesaving Association.



Name _____

Date _____



The Missing Link

Correct the letter below by adding capitalization and punctuation. Fill in the blanks to make the sentences complete. If you need help, use the words at the bottom of the page. Use each word only once.

Date _____

dear mom and dad,

i have been so busy this week at camp! i have been fishing and boating, and I have even taken _____ lessons Did you know that thousands of people die from _____ each year. one of the most important things I have learned is always to have a _____ present when I am in or around _____ so, even if I just want to get in your _____, I have to be sure a grown-up is with me.

on Tuesday we got to go boating. while on the boat I had to wear a _____ the entire time. only five kids were allowed on the boat at one time because the boat only had six _____ and _____ PFDs, and one was for the boat driver i learned that _____ needs to have a seat while on a boat

the lake here at camp is beautiful! but swimming in a lake is not the same as swimming in a _____ to be safe I learned not to ever _____ in dark water. The water may be too shallow for diving and there may be _____ items under the water like rocks, branches, or sandbars that may hurt me if I dive in Also, before we swam in the lake the _____ went in and made sure it was safe to swim this has been such a _____ week at camp! thank you for sending me

Love,

Word Bank

fantastic, lifeguard, swimming, hot tub, pool, seats, dive, dangerous, six, grown-up, drowning, everyone, PFD, water

Name _____

Date _____



Make It Right

Read each water safety rule. On the lines provided, rewrite each rule, making corrections so that each rule is written with correct grammar, spelling, and punctuation. Then on a separate piece of paper choose one safety rule and explain why it is important.

1. wear a personal flotation Device when, in a boat.

2. Always Swimm with A grown-up?

3. Do'nt ever swim at knight.

4. Do knot swim if the water feals too cold

5. Nev'r chew gums when you our swimming.

6. Follaw, the posted swimming, rules,

Date _____



- Boating and water safety
- Ice skating safety
- Swimming safety
- PFD's

[illegible]

Name _____

Date _____



The Missing Link

Correct the letter below by adding capitalization and punctuation. Fill in the blanks to make the sentences complete. If you need help, use the words at the bottom of the page. Use each word only once.

Date _____

Dear mom and dad,

I have been so busy this week at camp! I have been fishing and boating, and I have even taken swimming lessons. Did you know that thousands of people die from drowning each year? One of the most important things I have learned is always to have a grown-up present when I am in or around water. So, even if I just want to get in your hot tub, I have to be sure a grown-up is with me.

On Tuesday we got to go boating. While on the boat I had to wear a PFD the entire time. Only five kids were allowed on the boat at one time because the boat only had six seats and six PFDs, and one was for the boat driver. I learned that everyone needs to have a seat while on a boat.

The lake here at camp is beautiful! But swimming in a lake is not the same as swimming in a pool. To be safe I learned not to ever dive in dark water. The water may be too shallow for diving and there may be dangerous items under the water like rocks, branches, or sandbars that may hurt me if I dive in. Also, before we swam in the lake the lifeguard went in and made sure it was safe to swim. This has been such a fantastic week at camp! Thank you for sending me.

Love,

Word Bank

fantastic, lifeguard, swimming, hot tub, pool, seats, dive, dangerous, six, grown-up, drowning, everyone, PFD, water

Name _____

Date _____



Make It Right

Read each water safety rule. On the lines provided, rewrite each rule, making corrections so that each rule is written with correct grammar, spelling, and punctuation. Then on a separate piece of paper choose one safety rule and explain why it is important. *Answers will vary.*

- 1.** wear a personal flotation Device when, in a boat.

Wear a personal flotation device when in a boat.

- 2.** Always Swimm with A grown-up?

Always swim with a grown-up.

- 3.** Do'nt ever swim at knight.

Don't ever swim at night.

- 4.** Do knot swim if the water feals too cold

Do not swim if the water feels too cold.

- 5.** Nevrr chew gums when you our swimming.

Never chew gum when you are swimming.

- 6.** Follaw, the posted swimming, rules,

Follow the posted swimming rules.

Date _____



- Boating and water safety
- Ice skating safety
- Swimming safety
- PFD's

Answers will vary.

[illegible]

Grade 3 *Risk Watch* Messages

Motor Vehicle Safety

1. Always ride buckled up in the back seat in a child safety or booster seat.
2. Learn and practice school bus safety rules.

Fire and Burn Prevention

1. If your clothes catch fire, stop, drop, and roll.
2. Know what to do when the smoke alarm sounds.
3. Hot things can hurt you.
4. Tell a grown-up if you find matches or lighters.

Choking, Suffocation, and Strangulation Prevention

1. Eating is serious business.
2. Save your breath.

Poisoning Prevention

1. Take medicine only from a grown-up you trust.
2. Ask a grown-up before eating or drinking anything.
3. Tell a grown-up if someone finds poison.

Fall Prevention

1. Stay away from open windows.
2. Avoid playing on stairs and escalators.
3. Learn and practice safe play rules.
4. Play on “soft” play surfaces.

Firearms Injury Prevention

1. Tell a grown-up if you find a gun.
2. Stay away from guns and ammunition.

Bike and Pedestrian Safety

1. Cross the street with a grown-up.
2. Learn and practice bike safety rules.
3. Wear a helmet every time you ride.
4. See and be seen.

Water Safety

1. Always swim with a grown-up.
2. Wear a personal flotation device (PFD) when in or around water.
3. Learn and practice the water safety rules.
4. Stop, look, and test before entering lakes and pools.
5. Be safe on ice.

Safety Test for Grades 3 & 4

Answers



DIRECTIONS

Read each of the questions and decide on the BEST answer. Then circle your answer

1

When should you use a safety belt?

- A. Only on a long trip
- B. Only around your neighborhood
- C. Only when there is a lot of traffic
- ✓ D. Every time you are in a car

2

A complete home escape plan should have

- A. one or more smoke alarms, one way out, and a meeting place.
- ✓ B. one or more smoke alarms, two ways out, and a meeting place.
- C. two smoke alarms and one way out.
- D. two ways out and a meeting place.

3

What is the best way to avoid choking when you're eating?

- ✓ A. Take small bites and chew food well.
- B. Eat food very quickly so there's no chance of choking.
- C. Talk to friends while you're eating so you will eat slowly.
- D. Have a glass of water nearby.

4

When on a boat, a personal flotation device (PFD) should be worn

- A. when getting on or off the boat.
- B. when the water is choppy.
- C. only if you're not a good swimmer.
- ✓ D. at all times.

5

After getting off the bus, it is best to walk

- A. behind the bus.
- B. next to the bus.
- ✓ C. on the sidewalk.
- D. in the street.

6

Which of the following is a choking hazard?

- A. A jump rope
- ✓ B. Marbles
- C. A sweatshirt with a hood
- D. A plastic bag

7

You and a friend are playing outside. You notice a bush with berries. What do you tell your friend who wants to eat one?

- A. "Go ahead. They've got to be safe since they're in your backyard!"
- ✓ B. "I don't think you should eat any until we ask your mom or dad."
- C. "Will you share some with me?"
- D. "Just take a little bite to see if they're okay to eat."

8

When is it okay to lean against an open window?

- A. When the window has a window guard
- B. When it is only open halfway
- C. When the window has a screen
- ✓ D. It is never okay.

9

You are visiting your cousin's house. He and his friends are looking at a gun. They are trying to figure out whether it is a toy gun or a real gun. What should you do?

- A. Stand and watch but don't touch the gun.
- ✓ B. Leave the area immediately and tell a grown-up.
- C. Pick it up and examine it closely.
- D. Pick it up and take it to a grown-up immediately.

10

Your home escape plan worked. You and your family are outside when you realize that your family pet may still be inside. You should

- A. ask an adult to go back inside and look for your pet.
- B. take a deep breath and run into your home.
- C. look for your pet along the outside of the building.
- ✓ D. tell a firefighter about your pet.

11

Sara has dropped her lunch bag near the bus. What should she do?

- ✓ A. Tell the bus driver
- B. Ask a friend to pick it up
- C. Run and pick it up
- D. Go home and tell someone

12

When the smoke alarm in your house or apartment goes off, what is the first thing you should do?

- A. Stop, drop and roll
- B. Call 911 or the fire department
- ✓ C. Go outside to your family's meeting place
- D. Check to see if there is really a fire

13

Your friend offers you some pills. She says they taste just like candy. What should you do?

- ✓ A. Don't take any.
- B. Eat just one.
- C. Eat some but remember to tell your parents that you ate some candy.
- D. Ask another friend to see if it's okay.

14

It is important to wear a bike helmet when riding a bike

- A. only at night.
- B. only on bumpy and uneven roads.
- C. only during bad weather.
- ✓ D. all the time.

15

None of your friends wears a helmet when riding a bike, but your mother says you have to wear one. Your friends tease you about wearing the helmet. What should you do?

- ✓ A. Wear a helmet no matter what anyone says.
- B. Wear a helmet when you are alone, but don't wear it when you are with your friends.
- C. Only ride your bike when your friends are not around.
- D. Try to talk your mother out of making you wear a helmet.

16

How should you line up for the school bus?

- A. With a partner
- ✓ B. Single file
- C. First in line
- D. It doesn't matter so long as you get on just one at a time.

17

If your clothes catch on fire, what should you do to put the fire out?

- A. Stand still and yell for help
- B. Look for the nearest fire extinguisher
- ✓ C. Stop, drop and roll
- D. Run for help

18

You are visiting your friend. He takes you to his father's desk, opens the drawer and pulls out a gun. He says the gun is not loaded. What should you do?

- A. Tell your mother when you get home.
- B. Look to make sure it is not loaded, then tell your friend to put it down.
- ✓ C. Tell your friend to put the gun down, then tell a grown-up.
- D. Take the gun from your friend and give it to a grown-up.

19

To prevent falls from an escalator, it is a good idea to

- ✓ A. hold the handrail while facing forward.
- B. walk slowly up or down the stairs in the direction the escalator is moving.
- C. hold somebody's hand.
- D. stand in the center of the escalator stair.

20

When you go swimming in a new place, you should

- A. jump into the water.
- B. only go if there are other kids around.
- ✓ C. only go if there is a grown-up with you.
- D. bring a friend with you.

Safety Test for Grades 3 & 4



Name: _____

DIRECTIONS

Read each of the questions and decide on the BEST answer. Then circle your answer.

1

When should you use a safety belt?

- A. Only on a long trip
- B. Only around your neighborhood
- C. Only when there is a lot of traffic
- D. Every time you are in a car

2

A complete home escape plan should have

- A. one or more smoke alarms, one way out, and a meeting place.
- B. one or more smoke alarms, two ways out, and a meeting place.
- C. two smoke alarms and one way out.
- D. two ways out and a meeting place.

3

What is the best way to avoid choking when you're eating?

- A. Take small bites and chew food well.
- B. Eat food very quickly so there's no chance of choking.
- C. Talk to friends while you're eating so you will eat slowly.
- D. Have a glass of water nearby.

4

When on a boat, a personal flotation device (PFD) should be worn

- A. when getting on or off the boat.
- B. when the water is choppy.
- C. only if you're not a good swimmer.
- D. at all times.

5

After getting off the bus, it is best to walk

- A. behind the bus.
- B. next to the bus.
- C. on the sidewalk.
- D. in the street.

6

Which of the following is a choking hazard?

- A. A jump rope
- B. Marbles
- C. A sweatshirt with a hood
- D. A plastic bag

7

You and a friend are playing outside. You notice a bush with berries. What do you tell your friend who wants to eat one?

- A. "Go ahead. They've got to be safe since they're in your backyard!"
- B. "I don't think you should eat any until we ask your mom or dad."
- C. "Will you share some with me?"
- D. "Just take a little bite to see if they're okay to eat."

8

When is it okay to lean against an open window?

- A. When the window has a window guard
- B. When it is only open halfway
- C. When the window has a screen
- D. It is never okay

9

You are visiting your cousin's house. He and his friends are looking at a gun. They are trying to figure out whether it is a toy gun or a real gun. What should you do?

- A. Stand and watch but don't touch the gun.
- B. Leave the area immediately and tell a grown-up.
- C. Pick it up and examine it closely.
- D. Pick it up and take it to a grown-up immediately.

10

Your home escape plan worked. You and your family are outside when you realize that your family pet may still be inside. You should

- A. ask an adult to go back inside and look for your pet.
- B. take a deep breath and run into your home.
- C. look for your pet along the outside of the building.
- D. tell a firefighter about your pet.

11

Sara has dropped her lunch bag near the bus. What should she do?

- A. Tell the bus driver
- B. Ask a friend to pick it up
- C. Run and pick it up
- D. Go home and tell someone

12

When the smoke alarm in your house or apartment goes off, what is the first thing you should do?

- A. Stop, drop and roll
- B. Call 911 or the fire department
- C. Go outside to your family's meeting place
- D. Check to see if there is really a fire

13

Your friend offers you some pills. She says they taste just like candy. What should you do?

- A. Don't take any.
- B. Eat just one.
- C. Eat some but remember to tell your parents that you ate some candy.
- D. Ask another friend to see if it's okay.

14

It is important to wear a bike helmet when riding a bike

- A. only at night.
- B. only on bumpy and uneven roads.
- C. only during bad weather.
- D. all the time.

15

None of your friends wears a helmet when riding a bike, but your mother says you have to wear one. Your friends tease you about wearing the helmet. What should you do?

- A. Wear a helmet no matter what anyone says.
- B. Wear a helmet when you are alone, but don't wear it when you are with your friends.
- C. Only ride your bike when your friends are not around.
- D. Try to talk your mother out of making you wear a helmet.

16

How should you line up for the school bus?

- A. With a partner
- B. Single file
- C. First in line
- D. It doesn't matter so long as you get on just one at a time.

17

If your clothes catch on fire, what should you do to put the fire out?

- A. Stand still and yell for help
- B. Look for the nearest fire extinguisher
- C. Stop, drop and roll
- D. Run for help

18

You are visiting your friend. He takes you to his father's desk, opens the drawer and pulls out a gun. He says the gun is not loaded. What should you do?

- A. Tell your mother when you get home.
- B. Look to make sure it is not loaded, then tell your friend to put it down.
- C. Tell your friend to put the gun down, then tell a grown-up.
- D. Take the gun from your friend and give it to a grown-up.

19

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Grade: _____

Summary Sheet



An injury prevention program from NFPA

[illegible]

Risk Watch® User Survey Form



Please duplicate this form for future submissions

We want to know what you think of *Risk Watch*®. Use this User Survey Form to let us know how the program has worked in your classroom and ideas to make the program even better.

Name: _____

School: _____

Address: _____

City: _____

State/Province: _____ Zip/Postal Code: _____

Grade Level: _____

What do you like about *Risk Watch*?

What do children and caregivers like about *Risk Watch*?

What recommendations do you have to make the program better?

If you have observed a positive change in the behavior of any of your students as a result of their participation in the *Risk Watch* program, please use the *Risk Watch* Success Incident Report Form to document it. Your class or student may be eligible to receive a certificate of recognition from NFPA!

Return completed form to:

NFPA, Public Education Division,
1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02169-7471
Fax: (617)770-0200



Risk Watch® Success Incident Report



Please duplicate this form for future submissions

We want to recognize students and others in your community who have put their *Risk Watch*® safety lessons into action. We'll mail a special commemorative certificate to your local hero for each documented "*Risk Watch Save*" or "*Risk Watch Success*" you tell us about.

A "***Risk Watch Save***" certificate will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have resulted in the preservation of human life, or whose positive intervention has prevented or minimized a potentially life-threatening situation. (Examples: Nominee followed a pre-established escape plan and survived a home fire, survived a motor vehicle collision through the proper use of safety belts or a child restraint seat, avoided severe head injury in an actual bicycle incident by wearing a bike helmet; and so forth.)

A "***Risk Watch Success***" certificate will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have reduced the danger of a potentially harmful situation. (Examples: Nominee persuaded caregiver to install a smoke alarm or practice a home fire drill; convinced a friend to wear a bicycle helmet or safety belt; told a responsible adult that he or she had found matches, poison, ammunition, or a gun; and so forth.)

In order for NFPA to issue a certificate in a timely fashion, please be as detailed as possible when completing this form.

Submitted by: _____

School or organization: _____

Address: _____

Telephone number: _____

Fax number: _____

E-mail: _____



NFPA will review the information provided on the *Risk Watch Success Incident Report* and determine the viability of the incident. Successes and Saves will be acknowledged with a certificate of commendation signed by the President of NFPA. The certificate will be sent to the person listed below for presentation to the individual who performed the safe behavior. Please specify contact name, complete address, and telephone number for NFPA to send the certificate.

When will the certificate be presented? _____

continued...

Risk Watch® Success Incident Report



continued...

Who performed the *Risk Watch* behavior? _____

Age of individual at the time of the incident: _____ Grade: _____

Name and ages of all children involved: _____

Date of incident: _____

City/town where the incident occurred: _____

Exact location where incident took place: _____

In the event of a "Save," NFPA will contact the child's family, please include the family's home phone number in your initial report: _____

Name of teacher who taught the individual the *Risk Watch* behavior: _____

When was *Risk Watch* first implemented in the classroom? _____

When was *Risk Watch* first implemented in the community? _____

Please indicate the risk area involved with this incident (check box):

- ☐ Motor Vehicle Safety
- ☐ Fire and Burn Prevention
- ☐ Choking, Suffocation, and Strangulation Prevention
- ☐ Poisoning Prevention
- ☐ Falls Prevention
- ☐ Firearms Injury Prevention
- ☐ Bike and Pedestrian Safety
- ☐ Water Safety

Please write a detailed summary of the incident, spelling out exactly what happened and what steps were taken by each person involved in the incident. Also explain how the child's action(s) positively impacted his/her safety and that of others. Attach documentation such as a newspaper article or incident report, if available.

Return completed form to:

NFPA, Public Education Division,
1 Batterymarch Park, Quincy, MA 02169



Risk Watch® Diploma



NFPA recognizes

as an official *Risk Watcher*.

D A T E

T E A C H E R